

## Anderson Mill Elementary

1845 Old Anderson Mill Road  
Moore, South Carolina 29369

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	496 Students	
<b>Principal</b>	Deborah C. Philbeck	864-576-6539
<b>Superintendent</b>	Dr. Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Lynn Harris	864-576-4212

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	51	8	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Below Average	Yes

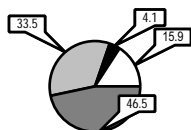
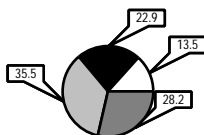
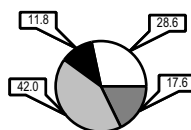
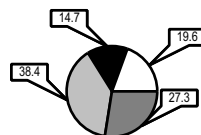
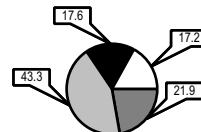
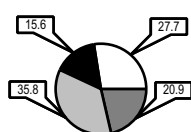
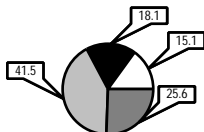
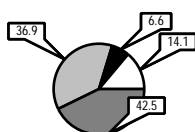
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	258	100.0	15.9	33.5	46.5	4.1	61.2	Yes	Yes
<b>Gender</b>									
Male	142	100.0	18.8	35.3	43.6	2.3	57.9		
Female	116	100.0	12.5	31.3	50.0	6.3	65.2		
<b>Racial/Ethnic Group</b>									
White	166	100.0	8.8	33.8	53.1	4.4	71.3	Yes	Yes
African American	73	100.0	34.8	34.8	25.8	4.5	34.8	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	18.2	81.8	0.0	90.9	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	226	100.0	11.2	32.1	52.1	4.7	67.9		
Disabled	32	100.0	50.0	43.3	6.7	0.0	13.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	258	100.0	15.9	33.5	46.5	4.1	61.2		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	15.7	33.1	47.1	4.1	62.0		
<b>Socio-Economic Status</b>									
Subsidized meals	71	100.0	37.5	39.1	20.3	3.1	28.1	Yes	Yes
Full-pay meals	187	100.0	8.3	31.5	55.8	4.4	72.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	258	100.0	12.7	35.5	28.2	23.7	67.8	Yes	Yes
<b>Gender</b>									
Male	142	100.0	15.0	31.6	27.1	26.3	66.2		
Female	116	100.0	9.8	40.2	29.5	20.5	69.6		
<b>Racial/Ethnic Group</b>									
White	166	100.0	6.9	33.8	31.3	28.1	75.6	Yes	Yes
African American	73	100.0	30.3	47.0	16.7	6.1	42.4	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	0.0	27.3	72.7	100.0	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	226	100.0	7.9	35.3	31.2	25.6	73.5		
Disabled	32	100.0	46.7	36.7	6.7	10.0	26.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	258	100.0	12.7	35.5	28.2	23.7	67.8		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	12.4	35.5	28.1	24.0	68.2		
<b>Socio-Economic Status</b>									
Subsidized meals	71	100.0	26.6	50.0	15.6	7.8	37.5	Yes	Yes
Full-pay meals	187	100.0	7.7	30.4	32.6	29.3	78.5		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	258	100.0	27.8	42.0	18.0	12.2	30.2
<b>Gender</b>							
Male	142	100.0	25.6	41.4	18.8	14.3	33.1
Female	116	100.0	30.4	42.9	17.0	9.8	26.8
<b>Racial/Ethnic Group</b>							
White	166	100.0	18.1	46.3	20.6	15.0	35.6
African American	73	100.0	56.1	33.3	10.6	0.0	10.6
Asian/Pacific Islander	11	100.0	0.0	27.3	18.2	54.5	72.7
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	226	100.0	22.3	45.1	20.0	12.6	32.6
Disabled	32	100.0	66.7	20.0	3.3	10.0	13.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	100.0	27.8	42.0	18.0	12.2	30.2
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	27.3	42.1	18.2	12.4	30.6
<b>Socio-Economic Status</b>							
Subsidized meals	71	100.0	57.8	32.8	6.3	3.1	9.4
Full-pay meals	187	100.0	17.1	45.3	22.1	15.5	37.6

<b>Social Studies</b>							
All Students	258	100.0	18.8	38.4	27.3	15.5	42.9
<b>Gender</b>							
Male	142	100.0	18.0	37.6	26.3	18.0	44.4
Female	116	100.0	19.6	39.3	28.6	12.5	41.1
<b>Racial/Ethnic Group</b>							
White	166	100.0	11.3	41.9	29.4	17.5	46.9
African American	73	100.0	39.4	33.3	22.7	4.5	27.3
Asian/Pacific Islander	11	100.0	0.0	18.2	27.3	54.5	81.8
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	226	100.0	14.9	39.5	30.2	15.3	45.6
Disabled	32	100.0	46.7	30.0	6.7	16.7	23.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	100.0	18.8	38.4	27.3	15.5	42.9
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	18.2	38.8	27.3	15.7	43.0
<b>Socio-Economic Status</b>							
Subsidized meals	71	100.0	43.8	28.1	15.6	12.5	28.1
Full-pay meals	187	100.0	9.9	42.0	31.5	16.6	48.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	103	100.0	12.7	25.5	53.9	7.8	61.8
	4	80	100.0	19.2	38.5	39.7	2.6	42.3
	5	93	98.9	13.6	50.0	35.2	1.1	36.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	71	100.0	10.3	16.2	61.8	11.8	73.5
	4	102	100.0	14.7	41.1	43.2	1.1	44.2
	5	85	100.0	20.0	40.0	38.8	1.3	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	103	100.0	11.8	37.3	31.4	19.6	51.0
	4	80	100.0	16.7	41.0	24.4	17.9	42.3
	5	93	98.9	15.9	45.5	21.6	17.0	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	71	100.0	8.8	41.2	35.3	14.7	50.0
	4	102	100.0	11.6	30.5	35.8	22.1	57.9
	5	85	100.0	17.5	37.5	13.8	31.3	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	71	100.0	26.5	48.5	17.6	7.4	25.0
	4	102	100.0	26.3	38.9	15.8	18.9	34.7
	5	85	100.0	31.3	41.3	20.0	7.5	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	71	100.0	10.3	42.6	27.9	19.1	47.1
	4	102	100.0	16.8	35.8	32.6	14.7	47.4
	5	85	100.0	28.8	38.8	21.3	11.3	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 496)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Up from 1.2%	2.3%	3.0%
Attendance rate	97.5%	Down from 97.8%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Up from 4.0%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Up from 3.3%	2.1%	3.2%
Eligible for gifted and talented	29.3%	Down from 30.3%	20.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Up from 6.8%	7.5%	8.2%
Older than usual for grade	0.4%	Down from 0.6%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	58.7%	Down from 65.9%	56.6%	52.6%
Continuing contract teachers	69.6%	Down from 82.9%	86.7%	83.3%
Highly qualified teachers	97.6%	Up from 96.8%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.3%	Down from 89.4%	87.7%	87.0%
Teacher attendance rate	95.2%	Down from 96.5%	95.4%	95.0%
Average teacher salary	\$41,384	Up 1.0%	\$43,098	\$41,703
Prof. development days/teacher	10.3 days	Up from 10.0 days	11.9 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	No change	20.3 to 1	18.8 to 1
Prime instructional time	92.2%	Down from 93.8%	90.8%	89.8%
Dollars spent per pupil*	\$5,765	Down 3.9%	\$5,931	\$6,242
Percent of expenditures for teacher salaries*	70.5%	Up from 69.2%	67.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Anderson Mill Families,

By the year 2010, our state's student achievement will be ranked in the top half of all the states nationally. To achieve this goal, we must become one of the five fastest improving states in the country.

Our school has taken steps during 2004-2005 to initiate programs which will support this drastic rate of improvement. The addition of our CompassLearning Lab Odyssey curriculum software and computer lab manager supported the push toward higher levels of student academic achievement. This software focused on English Language Arts and math to assist students to work at their level of success. Through reports which were generated, teachers had access to data driven student progress. These reports assisted teachers by serving as a tool to prepare appropriate instructional strategies which would benefit student learning. TESTVIEW was another valuable technology feature which allowed teachers to access student tests scores and create "on the spot" Academic Achievement Agreements. The addition of our Shining Stars After-School Remediation and Enrichment Program for grades 3-5 proved to be a great success. This program provided additional academic instruction to those students who needed it through teacher led instruction and computer-generated enrichment.

Our school underwent a five-year self-study evaluation process through the Southern Association of Colleges and Schools. The outside evaluation team was unable to find an area in which our school needed improvement. However, we were provided three pages of commendations for our school!

At Anderson Mill, we are especially proud of our outstanding students and the incredible parental support we receive. We are also extremely proud of our dedicated and professional faculty and staff who work tirelessly to teach our students they can be all they want to be with hard work and a good attitude. We also acknowledge the challenges we face with the rigors of accountability testing and the push toward higher student achievement performance. We will continually focus on "best practice" methodology to achieve our goals. We will strive to build trust, confidence, and support among all stakeholders as we take the necessary steps toward continuous improvement.

A special thanks for a tremendous year to our students, parents, teachers, staff, business partners, and school volunteers. We look forward to the challenges and opportunities that lie ahead as we keep in mind "ALL CHILDREN CAN SUCCEED."

It's up to me!

Committed to excellence,

Deborah C. Philbeck, Principal  
Seth Buckley, School Improvement Council President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	74	52
Percent satisfied with learning environment	100.0%	83.8%	92.3%
Percent satisfied with social and physical environment	100.0%	89.2%	96.2%
Percent satisfied with school-home relations	100.0%	85.1%	83.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.